

Policy Statement & Aims

Greatest Expectations is committed to ensuring quality and impartial information, advice and guidance (IAG) is at the heart of our delivery and that we promote the concept of lifelong learning. The provision of effective IAG underpins our charitable aims to relieve poverty through educational projects. IAG services are provided by qualified and knowledgeable staff, from a curriculum focused on the inclusion of softer skills such as increased self-confidence, communication skills and employability skills. The aim of this policy is to ensure that appropriate IAG is at the heart of all learner interactions.

Key Aims

- We respect the rights and beliefs of all learners regardless of their gender, marital status, age, disability, race, religion or sexual orientation
- The impact of IAG is measured and recorded at key points from the referral onwards
- IAG is an organisational ethos that is planned and implemented properly
- We encourage and celebrate creativity in a friendly, supportive environment
- Learners have a clear sense of purpose to achieve and progress

All learners are entitled to a service that is:

- Accessible and visible to all
- Free from direct or indirect discrimination
- Trusted by learners and those who refer to us via easy access points
- Communicated clearly and appropriately for everyone, i.e. via social media, email and telephone or in person by calling in to the centre or attending an awareness session
- Bespoke as far as is possible and appropriately challenging

Also that:

- Course literature must be clear to understand and accessible in the most appropriate places
- Individuals must be able to make an informed decision from our IAG
- Learning must not compromise IAG because of the short course timescale
- Staff must be able to identify barriers and implement the right kind of support
- IAG must be impartial and realistic
- If we cannot help we must explain why and suggest alternatives where possible
- IAG must always be mindful of Equality, Diversity and Inclusion

Definitions

Information: data on opportunities conveyed through various media, both mediated and unmediated including face-to-face contact, written/printed matter, telephone help, Social Media and websites.

Advice: helping the individual understand and interpret information, providing information and answers to questions and clarifying misunderstandings, understanding their circumstances, abilities and targets, and advising on options or how to follow a given course of action. Also, identifying needs – signposting and referring learners who may need more in-depth guidance and support, either 1-2-1 or in groups.

Guidance: aims to support learners to:

- Better understand themselves and their needs
- Confront barriers to understanding, learning and progression
- Resolve issues and conflicts
- Develop new perspectives and solutions to problems
- Be able to better manage their lives and achieve their potential
- Adopt a “can do” approach

Examples of IAG at Greatest Expectations

- Through a curriculum emphasising employability and communication skills
- Completion of an Individual Learning Plan (ILP) with clear dates and aims
- Extra support for SEN’s from the start
- Career advice and progression choices at every point
- Collaborative working with partners to provide the widest progression opportunities and enhance the overall experience
- Quality underpinned by external/internal quality assurance
- Outcomes recorded in learner progression data

Overall IAG objectives:

- Increase the number of queries and applications leading to enrolments
- Increase client satisfaction
- Ensure equality of access to IAG which best represents the diversity of learners needs
- Widen our range of partners
- Continually update and improve staff training and resources to provide relevant impartial and effective IAG for clients

Review and Evaluation

This Policy is reviewed yearly prior to the new academic year.

We consider the success of the current processes and any shortfall in IAG identified.

IAG at Greatest Expectations is evaluated to ensure that:

- It is delivered in accordance with the company’s ethos and the principles in this Policy
- Learners with identified disabilities or SEN’s will be provided with appropriate support if needed, as reasonable adjustments or special considerations
- Greatest Expectations maintains accreditation to the Matrix standard
- We utilise feedback from learners and partners to identify areas for improvement, which are included in our Self-assessment Report (SAR) and Quality Improvement Plan (QUIP)

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